

DEECD

**Supporting
New Teachers'
Practice 2012**

MAPPING OUR LEARNING

M A P I N G

using evidence to inform learning and practice

PRE-WORKSHOP ACTIVITIES

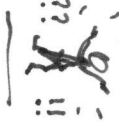
How learners learn around here... (photos)



Who are my learners? (online survey)



A challenging learner considered...



CAPTURING EVIDENCE OF LEARNING

Drawing out and exploring prior knowledge and experience

Tuning-in and preparing for learning...

Deepening mentor and coach understanding of the new

Developing the coaching and mentoring relationships —

Capturing evidence of learning. LEARNING FOCUS: How can different forms of evidence help us

Who are my learners? LEARNING FOCUS: How can we strengthen our practice?

DAY ONE

Session one

Photo-chat with mentor



(coaches observe)

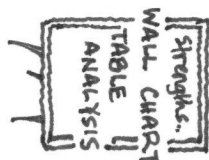
active v. passive

learning...

DEBRIEF

Groups

A positive experience with students share & discuss (in pairs)



coaches facilitate at tables

conceptualising

OUR LEARNING:

Learning together in community

Learning Story #1
"Making Meaning"
View & discuss

WALL CHART || TABLE ANALYSIS facilitate at table

individual
INSIGHTS!
Reflections
+ connections
DEBRIEF

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session two

who would you
prefer to be
coached by?
in triads...

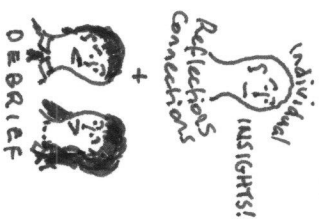
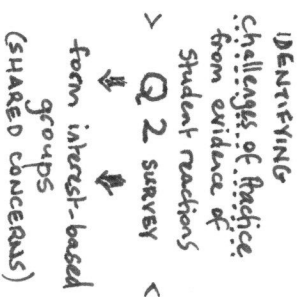
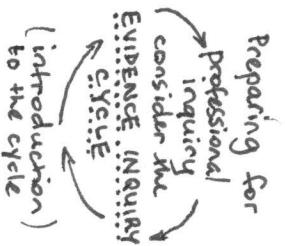
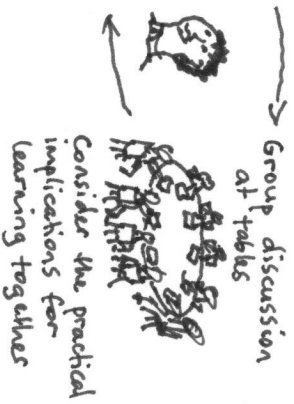
Introduction to the
3C's model
consulting
collaborating
coaching
consider agency
self-determination
capacity building



and analysing together - forging a shared professional language - conceptualising and
Teachers as learners - Deepening mentor and coach understanding of new teachers as learners -
building confidence and trust - Developing the coaching and mentoring relationships -
to understand the experience of learning in our classes? → How can we use evidence
LEARNING Focus: How can others support me in my learning?

Supporting New Teachers

the inquiry and knowledge building cycle -



5 LUNCH

Session three

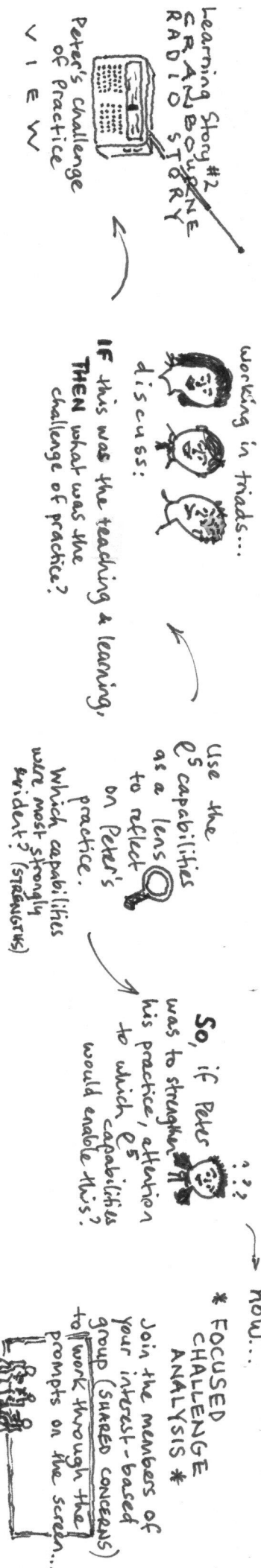


analysing together - forging a shared professional language - conceptualising and analysing
 Deepening mentor and coach understanding of new teachers as learners
 Developing the coaching and mentoring relationships - building confidence and trust
 to identify a challenge of practice? → LEARNING FOCUS: How can we refine &

Practice - 2012

IDENTIFYING - challenges of practice

e5 instructional model -



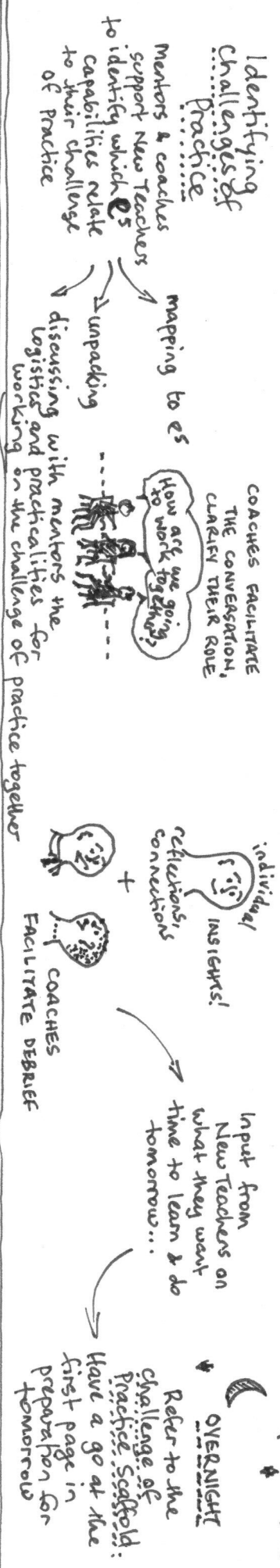
Together - forging a shared professional language → conceptualising and analysing

→ Deepening mentor and coach understanding of new teachers as learners →
Developing the coaching and mentoring relationships - building confidence and trust →
unpack our challenges of practice?

LEARNING Focus: How can the e5 capabilities inform the way we tackle our challenges of practice?
LEARNING Focus: How can we refine and

IDENTIFYING — challenges of practice

END DAY ONE



Together — forging a shared professional language

→ Deepening mentor and coach understanding of new teachers as learners

Developing the coaching and mentoring relationships — building confidence and trust

unpack our challenges of practice?

LEARNING Focus: How can the ES capabilities inform the way we tackle our challenges of practice?

END DAY ONE

CHECK-IN

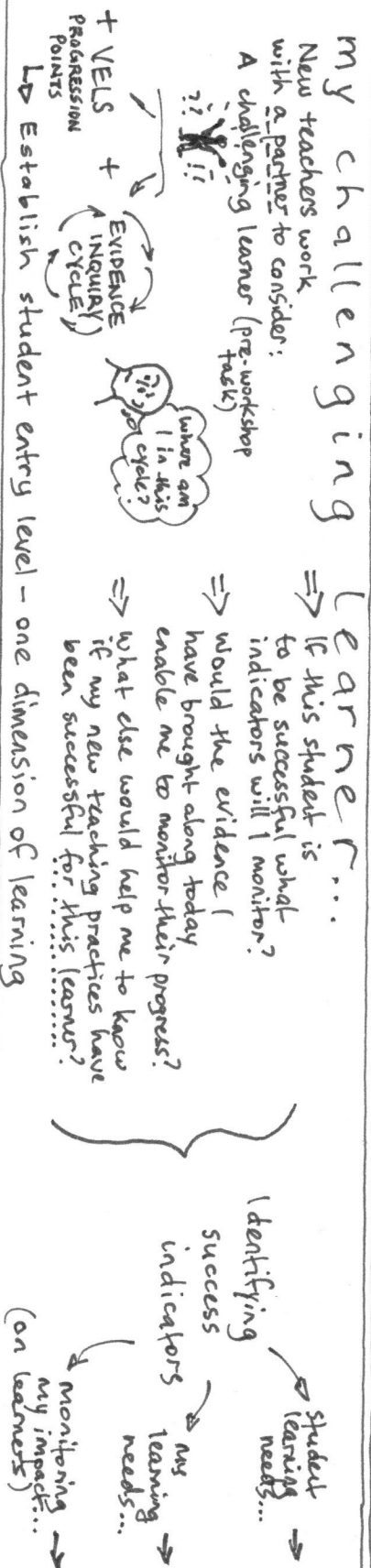
DAY TWO

IDENTIFYING
challenges of practice, so
GOING DEEPER...
+ VELS

session four

CHECK-IN
reflections,
connections,
whole group discussion

~~OVERVIEW OF
TODAY - SNTP MAP~~
+
OVERVIEW OF
TODAY - SNTP MAP



Conceptualising and analysing together - considering how to apply what I

Checking-in... Deepening coach understanding of new teachers and their learning needs -

continuing to develop the coaching relationship - mutual understanding -
LEARNING focus: How can the EVIDENCE INQUIRY CYCLE help guide us in an evidence -

LEARNING focus:

what do I need to learn?

e5

the inquiry

My challenging learner... (cont.)



=> What will I need to know, understand and do to progress this learner?

=> What are the relevant e5 capabilities I could draw on?

IDENTIFYING RELEVANT TEACHING CAPABILITIES & PRACTICES

=> How will I learn this? Developing a PLAN for who and what can assist me...

individual INSIGHTS!
reflections
connections
questions

COACHES
FACILITATE
DEBRIEF



session five

FRAMING A
QUALITY QUESTION
FOR
PROFESSIONAL
INQUIRY
Challenge of Practice

Learning Story #3
the Lizard
New & discuss
SANDRA'S
CLASS
DEQUINER PRIMARY SCHOOL

have been learning and what I might need to learn next...

Framing a quality question

sharpening the focus of inquiry - reflecting, connecting, considering implications...


confidence and trust, clarifying the focus. Deepening the coaching relationship

informed and systematic professional inquiry? LEARNING focus: What is our professional inquiry

where does the e5 instructional model sit within this cycle?

and knowledge building cycle + the

MELB DEC 05 POLT

 Sandra's Inquiry Question:
How can we employ an inquiry pedagogy to progress our learners in their literacy development, their creativity and confidence, and in their understanding of themselves as active and informed citizens?

Is this a valued, worthy goal for students?

→ Melb. ?
→ Dec. ?
→ 05 ?
→ POLT ?

Which dimensions of the EVIDENCE INQUIRY CYCLE are in evidence?

Which 05 capabilities are in evidence?

What evidence can you see of Sandra achieving her goals for her learners?

What do you notice about the connections between the student learning and teacher practice in the framing of Sandra's Inquiry Question?

→ coaches facilitate table discussions

now, REVISIT YOUR CHALLENGE OF PRACTICE SCAFFOLD...

as the foundation for my professional inquiry — Continuing to conceptualise & analyse...
Deepening coach understanding of how best to support new teachers' learning needs
Grounding the learning in authorising documents — Melbourne Declaration, 05, POLT
in relation to our challenge of practice? (How can my inquiry question help me to clarify where to go next?)

IDENTIFYING Challenges of practice GOING DEEPER...

action plan

Q. In light of this story, how would you frame a question to inquire into your challenge of practice?

EXPLORING & DEEPENING YOUR QUESTION...
(working through the prompts on the screen)

individual INSIGHTS!
reflection's context
→ implications for my learning...
documenting first steps...

Session SIX
Documenting new teachers' ACTION PLANS for Professional Inquiry
CHALLENGE OF PRACTICE + INQUIRY QUESTION
KwLA scaffold
EVIDENCE INQUIRY cycle

... Exploring and deepening the inquiry... question

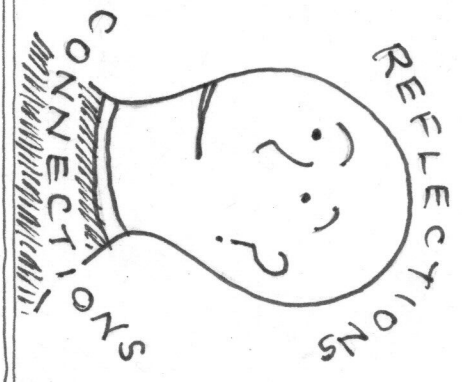
Translating the learning

→ Deepening coach understanding of how best to support new Teachers' learning needs.

continuing to develop the coaching relationship and ways of working together

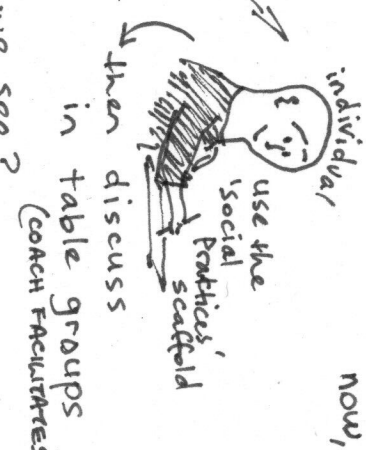
Linking the challenge of practice to my professional inquiry - LEARNING FOCUS: How can

learning together in an ONLINE community



Working together as a Learning Community in an Online Space

So, if our goal was to begin forming as a Learning Community what evidence of these social practices did we see?

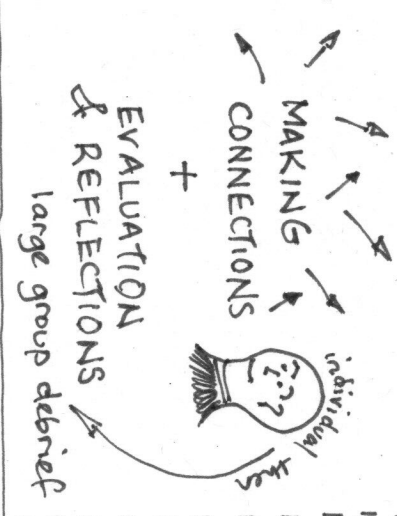


now, what would make us want to go online and learn together?



TIME WITH COACHES TO WORK OUT SPECIFIC LEARNING

NEEDS AND HOW THEY MIGHT BE ADDRESSED... PROGRESS



C L S E

into Action Plans for Professional Inquiry

Extending the Learning Community into an online space - considering how to make this work...

LEARNING Focus: what are our expectations of and commitments to each other?

we learn effectively in an online community?